Progress Monitoring of Behavior Within a Tiered Model

Indiana SWPBS Coaching Symposium: The Big Event!
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Blumberg Center

Agenda for the Day

Time	Topic
8:30-9:00	Registration & Breakfast
9:00-9:30	Opening
9:30-10:45	Session One
10:45-11:00	Break
11:00-12:15	Session Two
12:15-1:15	Lunch
1:15-2:30	Session Three
2:30-2:45	Break
2:45-3:25	Panel Discussion

Goals for this Session

- Overview methods for progress monitoring behavior

- Demonstrate the use of observation and direct behavior rating methods

- Application of observation and direct behavior rating methods

Designing School-Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive Interventions
- Individual Students
- Assessment-based
- High Intensity

1-5%

1-5%

Intensive Interventions
- Individual Students
- Assessment-based
- Intense, durable procedures

Strategic Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

5-10%

5-10%

Strategic Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

Universal Interventions
- All students
- Preventive, proactive

80-90%

80-90%

Universal Interventions
- All settings, all students
- Preventive, proactive

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions
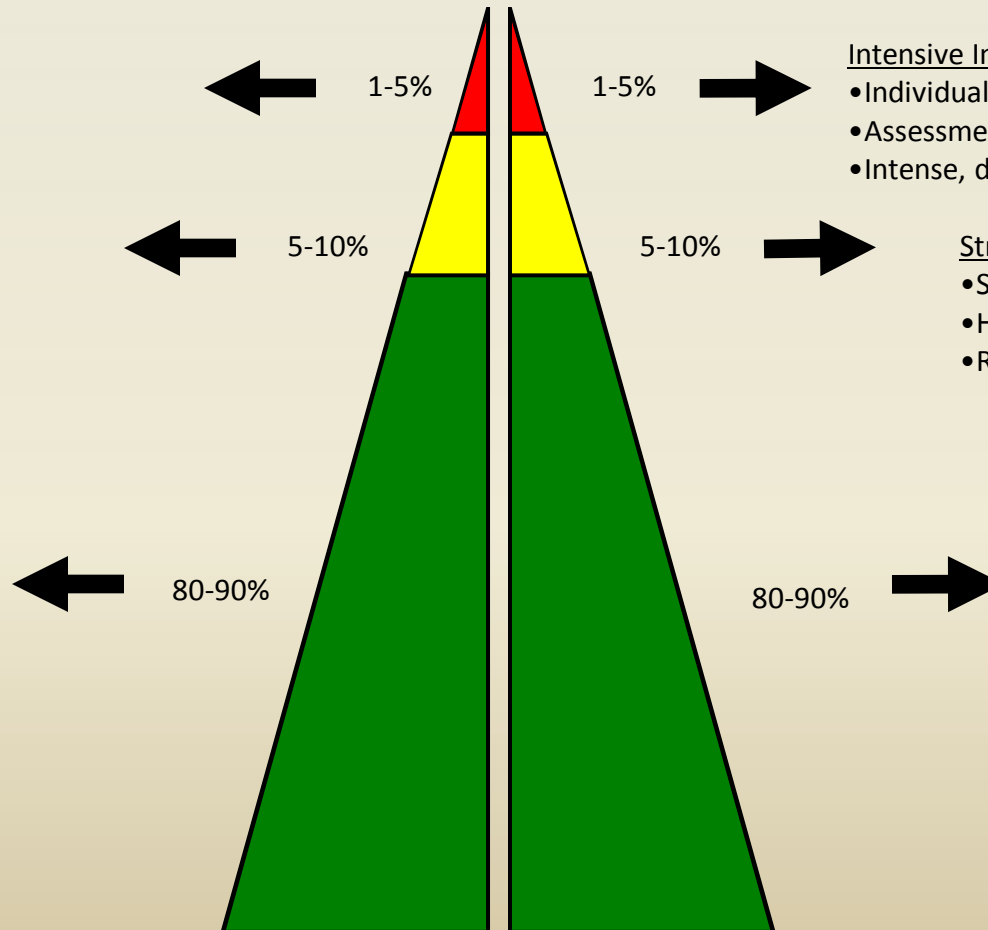
Integrated System for Academic and Behavioral Supports

Tier 3:
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:
- At-Risk Students
- Small Group

Tier I:
- All Students
- Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Supports

Core Curriculum, Instruction, and Learning Environment

Services across tiers are fluid and data-driven

District/Community Team
Building Core Team

Building Core Team
Grade Level Teams

Grade Level Teams
Response to Intervention Team
School Improvement Team

The Role of Assessment and Progress Monitoring

- School-wide universal screenings conducted with all students to reflect the effectiveness of the core curriculum and instruction and identify those students who are in need of intervention and/or extensions.

- Setting goals for student growth and outcomes.

- Monitoring of student progress through ongoing, regular formative assessments for the purpose of evaluating the effectiveness of instruction and intervention for all students.

- Informing instructional practices and decisions in a way that addresses each student's needs, strengths, and challenges.

Specifying Assessment Objectives

Screening Assessments: Assessments used to determine if students are meeting grade level expectations and which students may be at risk.

Diagnostic Assessments: Assessment conducted for students identified as at-risk to gain more in-depth analysis of a student's strengths and weaknesses . These assessments help target instruction and intervention.

Progress Monitoring Assessments: Assessment conducted frequently to estimate rates of student improvement, determine if adequate progress is being made, and evaluate the effectiveness of instruction and intervention strategies.

Entitlement Assessment: Assessment used to aid in the determination of entitlement to special services.

What does this look like for Behavior?

- For all students as part of core curriculum & intervention,
  - School-wide data office discipline referrals (ODR), attendance, suspension data
  - Other screening data as appropriate
- For students in need of targeted supplemental interventions,
  - Rating scales, Direct Behavior Ratings (DBR), observations, interviews, ODR
- For students in need of intensive individualized interventions
  - Rating scales, DBR, observations, interviews, ODR
  - Functional Behavior Assessment (FBA)
- The difference between data collection across levels is the frequency at which data is collected, the targeted nature of the data, and the intensity of the provided interventions.

Considerations in Assessing Behavior

- What does the behavior of concern *look like*?

- What *decisions* will be made with the assessment data?

- What *resources* are available to collect the data (time, training, cost, staff)?

- What's the *best method/tool* to use to collect the data?

Progress Monitoring of Behavior Within a Tiered Model

OVERVIEW METHODS FOR PROGRESS MONITORING BEHAVIORS

Progress Monitoring Methods

- Direct Observation
  - Eg., BOSS (Beh. Obs. of Students in Schools)
- Rating Scales
  - Eg., Behavior Assessment System for Children (BASC)
- Direct Behavior Ratings
  - Eg., Daily Behavior Report Card; Intervention Central
- Permanent Products
  - Eg., Reward/acknowledgment tickets, Office Discipline Referrals, attendance records, suspensions/expulsion records, intervention records

Briesch & Volpe (2007) Important considerations in the selection of progress-monitoring measures for classroom behaviors. School Psychology Forum: Research in Practice, 1, 59-74.

Observation

-Direct, specific behaviors

-High flexibility & frequency

-High resources

-Reliable/valid codes available

Rating Scales

-Indirect, broad behavioral clusters

-Low frequency and flexibility

-Medium/high resources

-Known reliability and validity

Assessment Methods

Direct Behavior Ratings

-Direct, specific behaviors

-High flexibility and frequency

-Low/medium resources

-Emerging reliability/validity information

Permanent Products

-Specific behaviors

-High frequency and flexibility

-Low resources

-No reliability/validity information

Chafouleas, Riley-Tillman, & Sugai (2007); Briesch & Volpe (2007).

All Observation Approaches are not Created Equally!

- At most basic level, direct observation involves having one person observe a given environment/student(s) for some period of time.

- Two most common observation methods are *"naturalistic"* and *"systematic"*.

- Each method is best suited for a specific purpose.

Comparing Observation Approaches

Naturalistic

- Most frequent and easiest approach
- Includes descriptive, narrative, anecdotal, or A-B-C methods
- Captures all that is occurring in the observation setting with no predetermined behaviors of interest
- Valuable for analyzing the function of behaviors and generating hypotheses during identification and problem analysis stages of problem solving
- Limited in that the data only produces summary statements with limited utility in ongoing decision making over time

Systematic

- Refers to a set of techniques that can be used to quantify behavior along one or multiple dimensions such as frequency, intensity, duration, latency
- Techniques are tailored to the specific needs of the assessment situation
- Requires an operational definition of the behavior and the characteristics that will be observed, in advance of the observation
- Especially helpful when the observation data will be used to monitor progress over time and when baseline data is needed.

Hintze, Volpe & Shapiro (2008) Best Practices in the Systematic Direct Observation of Student Behavior. In Thomas and Grimes, Best Practices in School Psychology V.

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Characteristics of Systematic Observations

- Behavior(s) to be observed identified in advance of the observation,

- Characteristics of the behavior to be observed specified in advance of the observation,

- Intentional selection of the time and place for the observation,

- Data are collected using structured and standardized observation and recording procedures,

- Data are scored and summarized in a standardized and consistent fashion.

Chafouleas, Riley-Tillman, & Sugai, (2007). School-based behavioral assessment: Informing intervention and instruction. NY: The Guilford Press.

Recording Procedures

- Frequency or Event Recording
  - Number of occurrences during a specified time period
  - Most useful when the targeted behaviors have a clear beginning and end, with consistent duration.
  - Useful for behaviors that occur at a low rate.
- Duration Recording
  - Length of time that the behavior occurs
  - Useful for behaviors with a clear beginning and end
  - Reported as average duration and total duration
- Latency Recording
  - Elapsed time between the onset of signal/stimulus and the initiation of the specified behavior

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Recording Procedures, continued

- Time sampling interval recording
  - Dividing an observational period into equal intervals and recording whether or not the target behavior occurred during each interval
  - Three recording schedules
    - Whole-interval-target behavior recorded as occurring only when present throughout the entire interval
      - Can underestimate occurrence, appropriate for behaviors targeted for increase
    - Partial-interval-target behavior recorded as occurring if it occurs during any part of the interval
      - Can overestimate occurrence, appropriate for behaviors targeted for decrease
    - Momentary-target behavior recorded as occurring only if it is present at the moment the interval begins
      - Provides the least biased estimate of behavior

Direct Behavior Ratings

- Assessment tools that combine the characteristics of systematic direct observation and behavior rating scales:
  - Formative, ongoing, and repeatable,
  - Specific and targeted behaviors - brief,
  - Rated on a scale, e.g, 1 (not at all) to 10 (all the time).
- Considered to have strong potential for assessing progress over time.
- Also known as, Behavior Report Card, Daily Progress Report, Good Behavior Note, Home-School Note.

Considerations when using Direct Behavior Ratings (DBR)

- What is the behavior of interest?
- Who is the focus of the rating?
  - individual student, class, or school
- What scale is appropriate?
  - Smiley faces, Yes/No, 1-10 point Likert-type scale
- When, Where, and How Often to collect data?
  - During one class, during independent work time, half-day, full-day
- Who will complete the rating?
  - Teacher, Interventionist, Student
- Will DBRs be linked to consequences?

Chafouleas, Riley-Tillman, & Sugai, (2007). School-based behavioral assessment: Informing intervention and instruction. NY: The Guilford Press.

Resources for DBR

- Intervention Central, The Behavior Reporter at www.interventioncentral.org

- Crone, Horner, & Hawken, (2004). *Responding to problem behavior in schools: The behavior education program.* NY: Guilford Press.

- Jenson, Rhode & Reasvis, (1994). *The tough kid toolbox.* CO: Sopris West.

- Shapiro & Cole (1994). *Behavior change in the classroom: Self-management interventions.* NY: Guilford Press.

The Behavior
Reporter

**On-Line Behavior Report
Card Generator**
A service of www.interventioncentral.org

Behavior Report Card

Student: _____   Date: _____

Teacher: _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

The student wrote down homework assignments correctly and completely.

Circle the degree to which the student met the behavioral goal:

1........2........3...|...4........5........6...|...7........8........9
Never/Seldom   Sometimes   Usually/Always

The student took all work materials home that were required for his or her homework assignments.

Circle the degree to which the student met the behavioral goal:

1........2........3...|...4........5........6...|...7........8........9
Never/Seldom   Sometimes   Usually/Always

The student turned in his or her completed homework on time.

Circle the degree to which the student met the behavioral goal:

1........2........3...|...4........5........6...|...7........8........9
Never/Seldom   Sometimes   Usually/Always

Internet   100%

View Next Charts>>

Behavior Report Card

Student Name: _____

Start Date: Wk 1: ___ / ___ / ___   Wk 2: ___ / ___ / ___   Wk 3: ___ / ___ / ___   Wk 4: ___ / ___ / ___

M T W Th F   M T W Th F   M T W Th F   M T W Th F

The student wrote down homework assignments correctly and completely.

9 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	9 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 9
Usually/Always 8 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	8 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 8 Usually/Always
7 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	7 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 7
6 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	6 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 6
Sometimes 5 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	5 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 5 Sometimes
4 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	4 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 4
3 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	3 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 3
Never/Seldom 2 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	2 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 2 Never/Seldom
1 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	1 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 1
M T W Th F	M T W Th F	M T W Th F	M T W Th F

The student took all work materials home that were required for his or her homework assignments.

9 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	9 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 9
Usually/Always 8 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	8 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 8 Usually/Always
7 ○ ○ ○ ○ ○	○ ○ ○ ○ ○	7 ○ ○ ○ ○ ○	○ ○ ○ ○ ○ 7

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Progress Monitoring of Behavior Within a Tiered Model

DEMONSTRATE THE USE OF OBSERVATION AND DIRECT BEHAVIOR RATING METHODS

Determined Kindergartener

Jeremy is a kindergarten student. In general, he is well-behaved and a good listener. When Jeremy is given time to work independently on assignments, he becomes very focused and insists on completing the task. When the teacher transitions the class from independent work time to another activity, Jeremy ignores the teachers request and continues to work on his independent work. If the teacher tries to redirect Jeremy, his behaviors escalate to crumpling his paper, crying at his desk, and/or throwing his work.

Observation Method

- <u>Behavior Definition</u>: When Jeremy is asked to transition from independent work, he does not follow the directive and (a) continues to work on his independent work, (b) crumples his work, (c) cries at his desk, and/or (d) throws his work

- <u>Alternative Behavior</u>: When Jeremy is asked to transition from independent work, he will comply to the teacher's request within 2 minutes.

Observation Form to Collect Data

Mark the time Jeremy was asked to transition from independent work in the first box. Mark the time he complied or n/a in the second box. List the behaviors (using letter codes) that Jeremy displayed when asked to transition from independent work (a) continues to work on his independent work, (b) crumples his work, (c) cries at his desk, and/or (d) throws his work or (e) other (and define).

Time of Request	Time of Compliance	Behaviors Displayed
10:00 am	10:15 am	A, C
1:15 pm	1:35 pm	A, B, D, C
2:20 pm	2:30 pm	A, C
3:00 pm	3:11 pm	A, B, C, D, E – stomp foot

Observation Data Collected

Jeremy's Transition from Independent Work
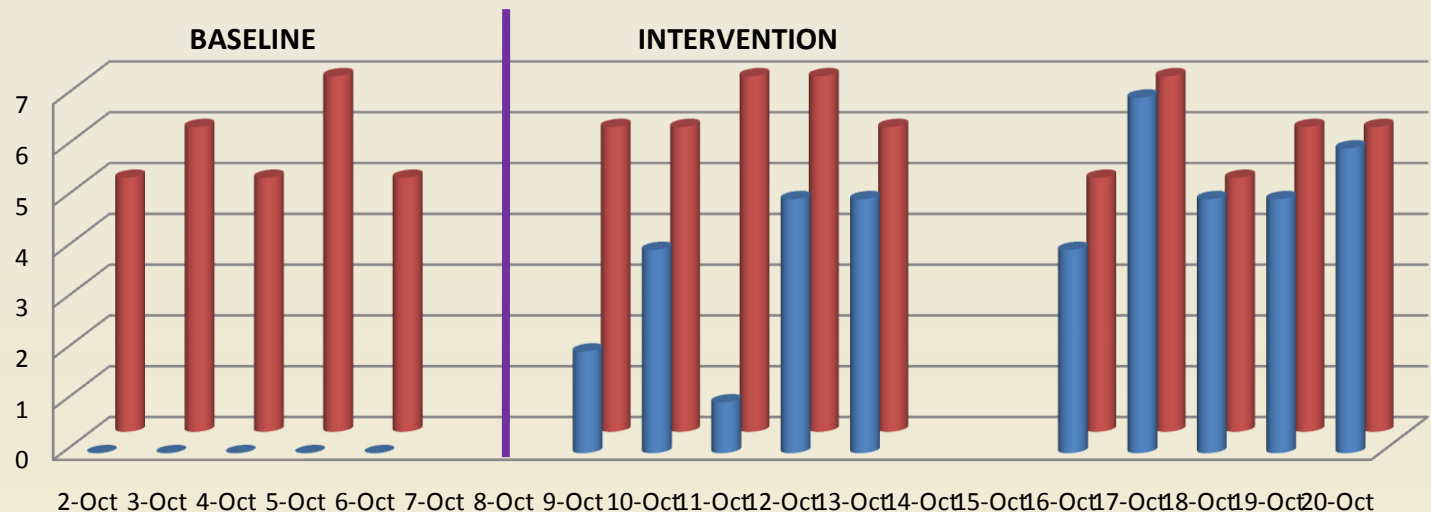
	2-Oct	3-Oct	4-Oct	5-Oct	6-Oct	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct	16-Oct	17-Oct	18-Oct	19-Oct	20-Oct	
■ complied in 2 minutes	0	0	0	0	0	2	4	1	5	5	4	7	5	5	6	
■ opportunity to comply	5	6	5	7	5	6	6	7	7	6	5	7	5	6	6	

Direct Behavior Rating Method

- What is the behavior of interest?

Following directions the first time they are given

- Who is the focus of the rating?

Individual student

- What scale is appropriate?

Smiley faces

- When, Where, and How Often to collect data?

Each work session or "class"

- Who will complete the rating?

Teacher with student input

- Will DBRs be linked to consequences?

Yes

Direct Behavior Rating Method

Jeremy's Classroom Report - Microsoft Internet Explorer

File   Edit   View   Favorites   Tools   Help

Back

Address http://www.jimwrightonline.com/php/tbrc/report.php
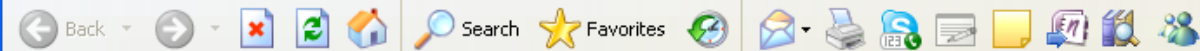
Google G▾   Go   Bookmarks▾   0 blocked   ABC Check ▾   AutoLink ▾   AutoFill   Send to▾

Jeremy's Classroom Report

Student: _____   Date: _____

Teacher: _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Jeremy followed directions the first time.

Circle the degree to which the student met the behavioral goal:

☹   😐   🙂
1   2   3

Jeremy treated his property with respect.

Circle the degree to which the student met the behavioral goal:

☹   😐   🙂
1   2   3

Jeremy was kind to his classmates.

Circle the degree to which the student met the behavioral goal:

☹   😐   🙂
1   2   3

©2004

Direct Behavior Rating Data Collected

Jeremy's Classroom Report Points
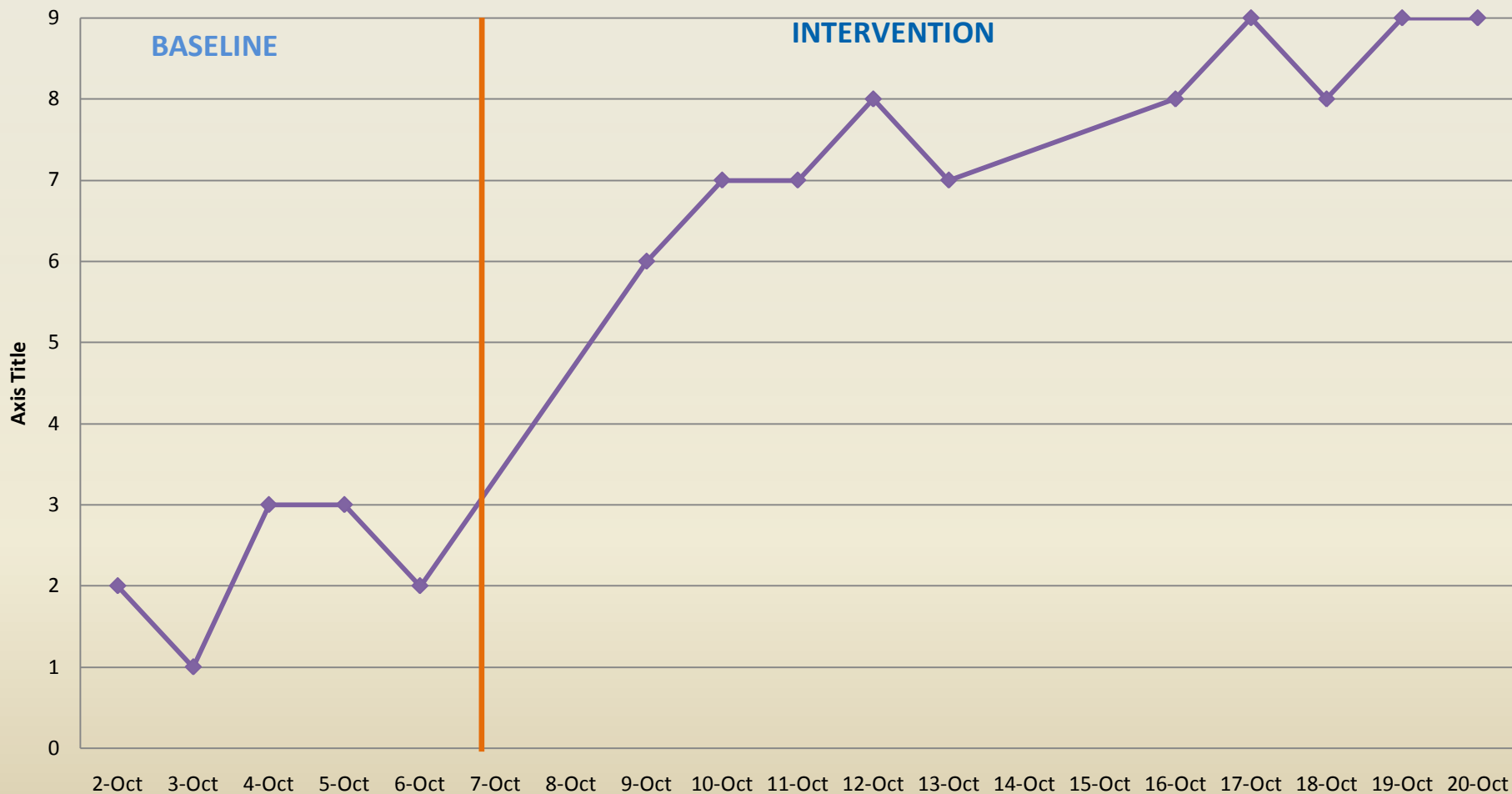
	2-Oct	3-Oct	4-Oct	5-Oct	6-Oct	9-Oct	10-Oct	11-Oct	12-Oct	13-Oct	16-Oct	17-Oct	18-Oct	19-Oct	20-Oct
Points	2	1	3	3	2	6	7	7	8	7	8	9	8	9	9

Observation or Direct Behavior Rating?

Which method seemed less time consuming for the teacher?

Which method seemed more student friendly?

Which method gave the most specific data?

Which method reflected effectiveness of the intervention?

Which method would you prefer if Jeremy was your student? Why?

6th Grade Clique

Colleen, Patrice and Maria are 6th grade students. They have all their classes together. They talk to each other in class during quiet work time, they arrive 2-3 minutes late to most of their classes, and they talk disrespectfully to their teachers.

Observation Method

- <u>Behavior Definitions:</u>
  - <u>Tardy:</u> student enters classroom after bell rings
  - <u>Talking:</u> student talks to other students when she is supposed to be silently working
  - <u>Disrespect:</u> student raises voice, rolls eyes and/or talks in a rude tone to teacher

- <u>Alternative Behaviors:</u>
  - <u>On-time:</u> student enters classroom before bell rings
  - <u>Quiet work:</u> student silently works, completing her work
  - <u>Respect:</u> student uses kind voice and smiles appropriately when talking to the teacher

Observation Form to Collect Data

Circle YES if student is on-time to class, and NO if student is tardy. Make tally marks for the number of times you observe student talking during quiet work time. Make tally marks for the number of times student speaks disrespectfully to you.

Students	On – Time	# of Times Talking	# of Times Disrespectful to Teacher
Patrice	Yes No		
Maria	Yes No		
Colleen	Yes No		

Observation Data Collected

Colleen's Behavior Tallies

BASELINE

INTERVENTION

Legend: On-time, Talking, Disrespect
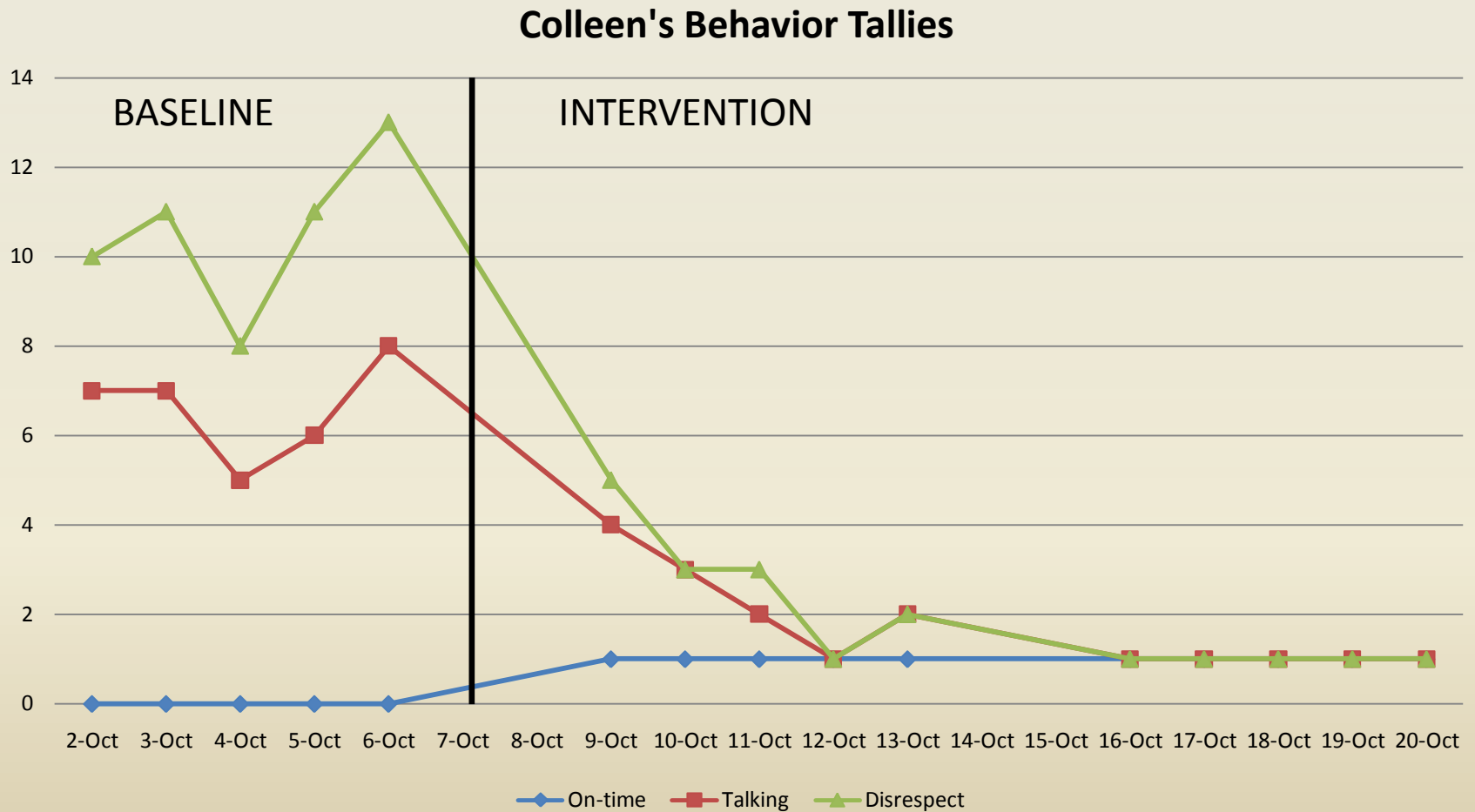
Direct Behavior Rating Method

- What is the behavior of interest?

On time, silent work time, and respect to teacher

- Who is the focus of the rating?

Small group

- What scale is appropriate?

Rating 1-9

- When, Where, and How Often to collect data?

During one class period

- Who will complete the rating?

Teacher with student input (fade to student with teacher input)

- Will DBRs be linked to consequences?

Yes

Direct Behavior Rating Method

Reporter   A service of www.interventioncentral.org

Behavior Report Card

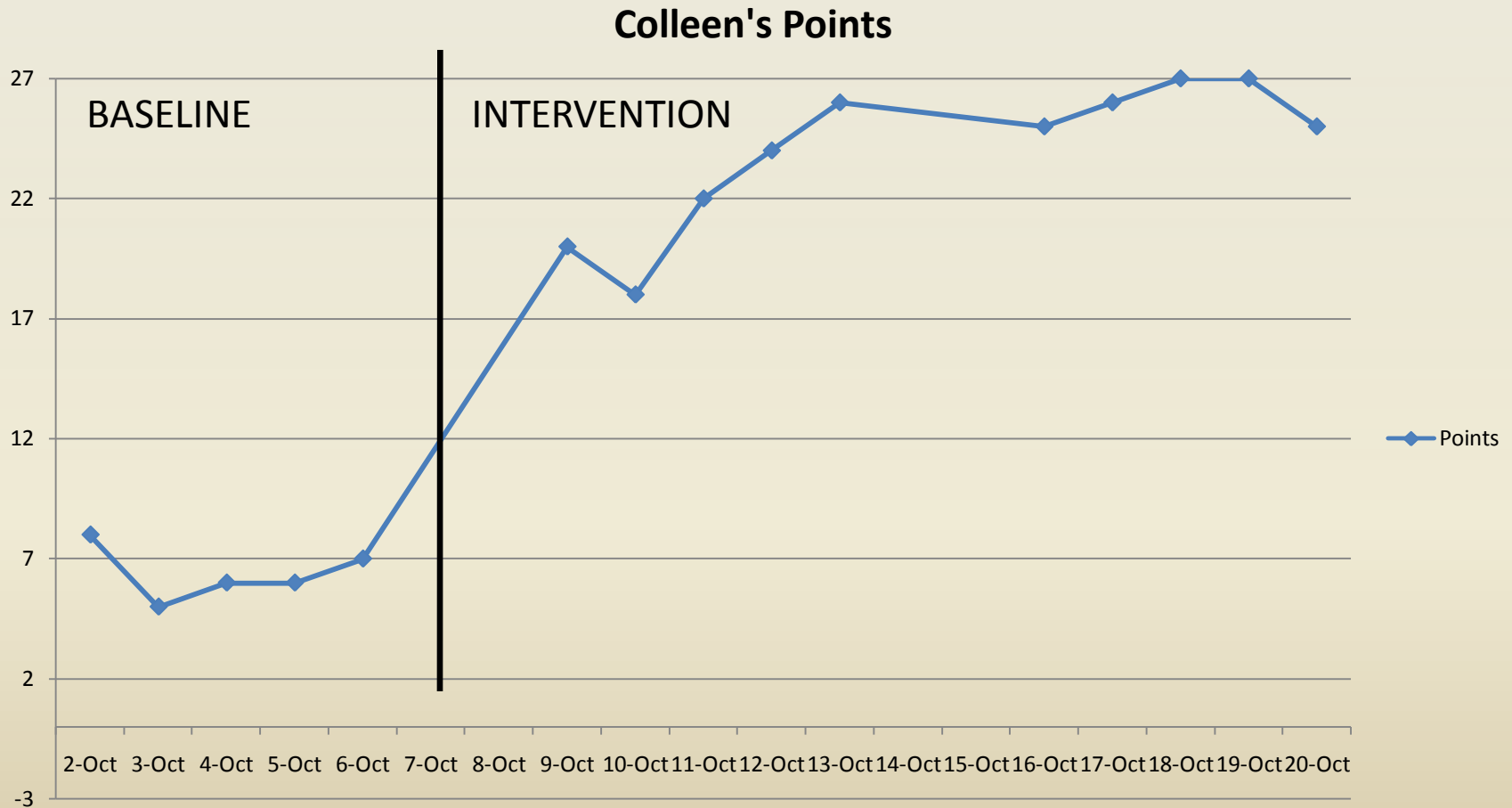Student: _____

Teacher: _____   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

Date	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__
Behavioral Target	M	T	W	Th	F
Colleen arrived on time to school or to class. Select the degree to which the goal was met: 1...2...3..|.4....5...6.|.7...8...9 Never/Seldom Sometimes Usually/Always	____ Pts	____ Pts	____ Pts	____ Pts	____ Pts
Colleen worked quietly and appropriately during class. Select the degree to which the goal was met: 1...2...3..|.4....5...6.|.7...8...9 Never/Seldom Sometimes Usually/Always	____ Pts	____ Pts	____ Pts	____ Pts	____ Pts
Colleen spoke with respect to her teacher. Select the degree to which the goal was met: 1...2...3..|.4....5...6.|.7...8...9 Never/Seldom Sometimes Usually/Always	____ Pts	____ Pts	____ Pts	____ Pts	____ Pts

©2004 Jim Wright
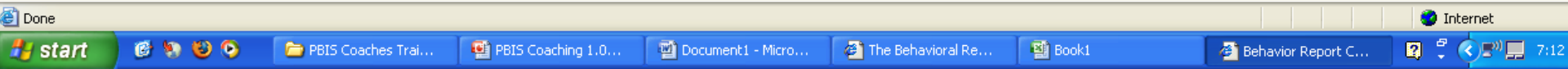
Direct Behavior Rating Data Collected

Colleen's Points

BASELINE

INTERVENTION

Points

Observation or Direct Behavior Rating?

Which method seemed less time consuming for the teacher?

Which method seemed more student friendly?

Which method gave the most specific data?

Which method reflected effectiveness of the intervention?

Which method would you prefer if the girls were your students? Why?

Progress Monitoring of Behavior Within a Tiered Model

APPLICATION OF OBSERVATION AND DIRECT BEHAVIOR RATING METHODS

Your Turn!

- Choose a student and develop two data collection systems, including observation and direct behavior rating method. Be prepared to share your ideas with the larger group.

Pick a Student…

Michael is a Freshman in high school. He is constantly joking around in his math and science classes, and rarely turns in his homework or class work. He often times is so distracting, his teachers send him to the office. Michael is seen as a class clown and well-liked by his peers. Teachers like Michael too, but worry that he is putting much more energy into his comedy routines than his school work.

Kayla is a second grader. She blurts out answers without raising her hand. When it is time for group work, she always gets in verbal arguments with her peers because she wants everyone in her group to listen to her and only carry out her ideas. The other students call her "bossy" and a "know-it-all."

References

Briesch & Volpe, (2007). Important considerations in the selection of progress monitoring measures for classroom behaviors. *School Psychology Forum: Research in Practice*, 1, 59-74.

Chafouleas, Riley-Tillman, & Sugai, (2007). *School-based behavioral assessment: Informing intervention and instruction*. NY: The Guilford Press.

Hintze, Volpe & Shapiro, (2008). Best Practices in the Systematic Direct Observation of Student Behavior. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology V*. MD: NASP.

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